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ABSTRACT

A resolution to the problem of confusion over the usage of terminology in the field of social studies curriculum is proposed. Facets of the problem of confusion are that (1) some terms represent such broad and imprecise concepts, and have little commonly accepted meaning; (2) a given term might have a limited number of meanings which accord with generally accepted predefinitional usage; and (3) a cluster of different terms may be used more or less synonymously to convey the same fundamental meaning. The author introduces a conceptual framework for social studies curriculum and presents definitions for two commonly used terms in the field of social studies curriculum: citizenship and inquiry. Each definition is intended to be philosophically and pedagogically consistent with the identified premises of its particular social studies tradition or focal point. The model isolates five focal points of factual subject matter, the child, reflective inquiry process, structure of the social science disciplines, and sociopolitical involvement. The model is a beginning toward development of a programmatic language for the field of social studies curriculum, and is easily applicable to other social science disciplines. (Author/JR)

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A MEANS OF CLARIFYING TERMINOLOGY IN SOCIAL STUDIES CURRICULUM

by

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THE PROBLEM

There is a great deal of confusion over the usage of terminology in the field of social studies curriculum. This confusion leads to a problem in communications. In a November, 1970, article in Social Education, James Barth and Samuel Shermis refer to this dilemma, stating that "somehow in social studies. . .we seem not to be able to talk to each other. We all use the right words, i.e., inquiry, concepts, etc., and make the right noises about individual differences, but we continue to talk past each other."[1]

One facet of the problem is that some terms represent such broad and imprecise concepts, they have little, if any, commonly accepted meaning. Examples of such terms are curriculum, understandings, attitudes, and skills. Because such terms are ambiguous, it becomes incumbent upon each writer to stipulate what he means when he uses them.

Another facet of the problem is that a given term might have a limited number of meanings which accord with generally accepted pre-definitional usage. A problem arises, however, from having one label for several conceptually distinct meanings. Each meaning originates from a different philosophical or pedagogical orientation. Examples of such terms are citizenship and social studies.

Finally, a cluster of different terms may be used more or less synonymously to convey the same fundamental meaning. In other words, the terms are different, but the definitions they are paired with are similar and descriptive in that they provide an explanatory account of meaning based on a past usage for which some consensus existed. A set of examples would be the terms inquiring, problem solving, discovery learning, reflective thinking and scientific investigating.

PROPOSAL FOR RESOLVING THE PROBLEM

In discussing the traditions of social studies curriculum, James Barth and Samuel Shermis contend that most professionals within the field spurn reasoned theory and operate with a "thoroughgoing eclecticism." As a consequence, their language reflects a mixture of several philosophical and pedagogical positions. These authors contend that a "linguistic hash" results, which largely obscures what these professionals are really doing.[2]

Barth and Shermis conclude: "If we accept the belief that theory is a guide to practice and conflicting theory guides practice in different directions-likely to be inconsistent and self-defeating-what seems to be required is conceptual clarity."[3] (emphasis mine) These writers insist that professionals in social studies curriculum ". . . need to identify the premises from which they operate."[4]

The present writer believes that if the premises of all the major traditions in social studies curriculum could be adequately articulated, a conceptual framework would emerge which would have utility in bringing the much needed conceptual clarity to the usage of terminology in

the field. Once a measure of conceptual clarity is achieved with past and present usage of terms, work could begin on the ultimate solution to the problem of confusing terminology: a language.

The writer will now introduce a newly hypothesized conceptual framework for social studies curriculum. The framework, or model, will be developed in its entirety so that it might be of utmost usefulness to the reader. It will then be used to generate philosophically and pedagogically consistent and discrete sets of hypothetical definitions for perhaps the two most commonly used terms in the field of social studies curriculum: citizenship and inquiry.

CONCEPTUAL FRAMEWORK

The proposed conceptual framework isolates five "focal points" for social studies curricula.[5] These can be viewed as either past, present, or emerging traditions in the field. The "focal points" are:

(1) FACTUAL SUBJECT MATTER
(2) THE CHILD
(3) REFLECTIVE INQUIRY PROCESS
(4) STRUCTURE OF THE SOCIAL SCIENCE DISCIPLINES
(5) SOCIO-POLITICAL INVOLVEMENT

The "focal point" in each case is that element of the curriculum which appears to be most highly valued by the curriculum planners and which is central to the determination of other considerations.

Secondary curricular considerations, shaped by a philosophical commitment to a given focal point, are:

(1) What provision is made for citizenship education?
(2) What assumptions are made about the social and intellectual maturity of the pupil?
(3) How is the content of the curriculum selected?
    (a) What constitutes the body of knowledge for the curriculum?
    (b) What are the sources of content for the curriculum?
(4) How is the content of the curriculum utilized?
    (a) What is expected of teachers in dealing with the content of the curriculum?
    (b) What is expected of pupils in dealing with the content of the curriculum?
    (c) What is expected of significant others (e.g. professors in academic disciplines, publishers) in dealing with the content of the curriculum?
(5) How is evaluation of pupils and teachers with regard to curricular objectives accomplished?

Each focal point or social studies tradition will now be systematically discussed. After a statement of the principal concern of each focal point, the secondary curricular considerations enumerated will be explored. While a discussion of these concerns can rightfully be interpreted as a statement of the premises upon which each tradition rests, it is not this writer's intention to imply that archetypes of these five curricula exist in practice.

Factual Subject Matter

Perhaps the oldest, most widely accepted, yet least openly acknowledged focal point in social studies curriculum is the emphasis upon factual subject matter. With this emphasis, separate, divergent facts become important in their own right. Even though they are the principal concern of the curriculum, isolated facts are usually dealt with at the very lowest cognitive levels, such as recognition and recall. Analysis, synthesis and evaluation--all high level cognitive acts--are rarely called for. Even applicability of factual knowledge is of no great concern. To the extent that it is a concern, it is assumed that facts will be useful at some time in the future.

With this emphasis to the social studies curriculum, professionals assert that pupils should be prepared to exercise good citizenship as adults. Accordingly, an effort is made by the authorities developing the curriculum to prescribe the events, people, phenomena and ideas thought worthy of being studied by all future citizens. In addition, teachers are charged with the responsibility for persuading pupils of the ultimate rightness and wrongness of certain values. An instance of this is the conviction that our parliamentary democracy is the best possible form of government.[6]

Advocates of this curricular focus believe that knowledge of the prescribed subject matter, as well as a commitment to the generally accepted values of the community, should be held in reserve in the pupil's mind until such time that he needs to use them in discharging his duties as a citizen.

As can be surmised from the provisions for citizenship education, pupils are not credited with posseesing social maturity. There is an unspoken assumption that it will descend upon pupils at or about the age of legal maturity. In addition pupils are assumed to be intellectually immature. Therefore their role in the selection and use of content to be studied is limited or non-existent. The pupil's mind is viewed as an empty vessel into which teachers pour selected content.

As has been stated previously, the body of knowledge dealt with in this type of social studies curriculum consists of the disparate facts deemed worthy of study by those who develop the curriculum. Classroom teachers and pupils are generally excluded for the curriculum development process.

There appear to be two sources of content for the prescribed curriculum. The first of these is tradition. It is assumed that those facts considered valid and important in the past must be equally valid and important in the present. In the case of the more recently created branches of the social studies, however, tradition can not be relied upon. Therefore another source of content must be the facts deemed important by a consensus of scholars in the various disciplines.[7] From whatever source the content of the curriculum is drawn, the knowledge is generally organized into separate social studies subjects prior to use.

With regard to the utilization of content, teachers are expected to transmit the prescribed facts to pupils through description. The description should be unadulterated by the teacher's own interpretation or bias. In addition, as was stated previously, the teacher should try to persuade pupils of the ultimate rightness and wrongness of certain values, as sanctioned by the curriculum planners.[8] In brief, teachers are supposed to faithfully execute the curriculum guide and closely follow the adopted textbooks and materials.

The pupil is expected to commit the prescribed facts to memory, even though they may seem unrelated to each other and irrelevant to his present concerns. The teacher may expect the pupil to recognize or recall memorized facts on command. The pupil, however, is generally not expected to perform high level cognitive acts with his knowledge. That knowledge which is not forgotten generally lies dormant in the pupil's mind until some indefinite time in the future when it supposedly will have applicability.

There are certain significant persons outside of a school system who perform prominent roles with respect to the subject matter content of the curriculum. College and university professors do research which contributes to the body of factual knowledge. They also have the important function of coauthoring most of the textbooks that are used in social studies classes. Finally, publishing companies determine which textbook manuscripts will be printed, and in what form. This is a very important influence because textbooks are the basis for most of the fact-oriented social studies curriculum.

Evaluation of the pupil in this type of curriculum generally involves objective testing by the teacher to ascertain if the pupil can recognize or recall the facts prescribed for memorization.

Evaluation of the teacher is a more difficult proposition. Ultimate evaluation of the teacher's success in description and persuasion must of course be deferred until the pupils are adults. A more immediate evaluation might be inferred from the pupil's performance on objective teacher-made tests and standardized achievement tests.

The Child

When the social studies curriculum is focused on the child, the

primary concern is with the child's manifest needs and interests. This concern goes beyond the realm of the intellect and includes personality needs, social skill needs, physical needs, and a wide variety of interests. That is to say, the whole child is the concern of the professional. In keeping with this emphasis, knowledge is relegated to a position of secondary importance. It is viewed merely as a means to the end of satisfying a child's need or interest.

With the child as the focal point of the social studies curriculum, citizenship is taken to be an ongoing process within the "miniature society" of the classroom. In other words, to a condiserable degree, the child is a citizen now. This view is typical of progressive or child-centered education theory which holds that education is life itself and not preparation for life.

The essence of citizenship is the present exercise of democratic choice over matters of group concern. Accordingly, children might make group decisions concerning curriculum matters affecting the entire class. They might also take the initiative in voting a code of self-descipline and government into existence, rather than losing leadership in these areas of responsibility by default to teachers and school administrators.

Since democracy is the guiding principle of citizenship education within this curricular tradition, acknowledgment of the most fundamental tenet of democracy--respect for the individual--is not overlooked. Therefore, as will be domonstrated, children have the privilege of making some very important individual decisions regarding their schooling.

Advocates of this curricular focus believe that children pass through a variety of developmental stages, and that their growth rate during these stages is not uniform with respect to any personal characteristic. Nevertheless, children at all ages are assumed to have a sufficient measure of social and intellectual maturity to play a central role in determining what educational experiences are most appropriate for them, as individuals, at some given time.

The content of the child-focused social studies curriculum begins with the real, personal experiences of the child in his total environment. Also included would be the vicarious experiences of the child. While both types of experiences can legitimately be viewed as content or knowledge in their own right (e.g. as the content of the socialization process), they can also be used as springboards for the identification of topics of interest and concern to the children. When topics are identified by the children for study, another source of content is tapped, the entire body of organized knowledge without regard to discipline or subject matter area. In other words, children and teachers would not restrict themselves to the generally recognized content of the social studies. It is evident that in this type of curriculum, the knowledge to be dealt with is never pre-determined. Accordingly, it is never studied in separate subjects or in an established sequence.

With this type of curricular emphasis, the teacher relates predominantly to the child and to those experiences he has which can rightfully be considered the content of his socialization. In other words, this type of professional does not view himself as a teacher of reading, arithmetic or social studies. He sees himself as the provider of one environment in which the child can learn and mature. The teacher facilitates learning in the provided environment by being of assistance to the child. No attempt is made by the teacher to impart a prescribed body of factual knowledge to the child, and no attempt is made to inculcate children with the accepted values of their community.

Even though he is assisted by the teacher, the child makes the major decisions concerning his own learning, regardless of his age. Therefore, the child will select the content for a curriculum that is appropriate to his own interests and perceived needs. The content is likely to be dealt with in high level cognitive acts, such as those involved in creative expression. There would be no expectation for the child to memorize and recall knowledge.

With regard to the experiential aspect of content cited, psychologists and experts in child growth and development can offer classroom teachers significant help in the interpretation of children's experiences.

With the child as the focal point of the social studies curriculum, evaluation with respect to pre-determined objectives would, of course, be inappropriate. Evaluation of the child would instead be a shared, subjective assessment of pupil progress. On one level, the child would assess his own learning with reference to his developing, individual standards. On a more sophisticated level, the teacher would assess the progress in the child's total development. This would include a subjective determination of change in the child's personality, social attitudes and skills, physical well-being, and knowledge and command of subject matter. The considerations regarding subject matter would be of relatively minor importance compared to the former ones.

Finally, with this curricular emphasis, evaluation of the teacher would have to be a subjective judgment, based on how well each child seems to be maturing intellectually, emotionally, morally, socially, and physically. Any judgment concerning a teacher's effectiveness would have to be mitigated with an acknowledgment of the fact that the teacher provides only one of several environments where the child can learn and mature.

Reflective Inquiry Process

When the social studies curriculum is focused on the reflective inquiry process, the principal concern is with inculcating a generalized method of problem solving. That method would include sensing a problem, articulating it, hypothesizing a plausible solution, gathering data, testing the hypothesis, and drawing appropriate conclusions. These acts would not necessarily occur in the order listed, and shortcuts might be taken, as for example when one plays out a hunch.

The important emphasis in this social studies tradition is a commitment to the process of reflective inquiry. The specific knowledge dealt with in moving toward a solution to a problem is not of particular concern.

With this emphasis to the social studies curriculum, citizenship is viewed as a "process" of decision-making within the sociopolitical framework imposed by our form of democracy.[9] It is assumed that the pupil is not wholly a citizen while in school, but that he can be prepared for future citizenship by being given practice in making decisions, when faced with complicated and ambiguous alternatives arising from personally sensed and significant social problems. The method of decision-making would be the reflective inquiry process.[10] When faced with social problems as an adult, it is assumed that the individual will be able to effectively use the method he has practiced as a pupil.

Advocates of this curricular focus assume that normal pupils of all ages have sufficient intellectual maturity to learn and comprehend the fundamentals of the reflective inquiry process. It is recognized, however, that individuals will always vary significantly in their ability to apply the process to social problems.

The social studies professional further realizes that the pupil will have to possess a minimal degree of social maturity to be able to sense and identify problems of social concern. Therefore, the very young or socially immature pupil will be given some assistance in this endeavor by the teacher. As the indivudual pupil acquires a minimal degree of social maturity, the teacher will withdraw his help in isolating problems for inquiry.

The most important element of content in this type of social studies curriculum is the methodology of reflective inquiry. The generally recognized steps in this process have been enumerated. The importance of the methodology derives from its applicability to all types of problem situations. The reflective inquiry process has its philosophical and methodological origins in the writings of John Dewey. More recently, the process has been explained and advocated by Maurice P. Hunt and Lawrence Metcalf in the 1955 text, Teaching High School Social Studies, and by H. Gordon Hullfish and Phillip G. Smith in the 1961 text, Reflective Thinking: The Method of Education.

Another element of content in this type of curriculum is the data of the inquiry process. These data include anything needed to solve the problem at hand. Therefore, the working content of the curriculum is truly interdisciplinary in nature. In other words, it is drawn from all of the social sciences, as well as other disciplines and organized bodies of knowledge. The data element of curriculum content can not be prescribed in advance because the problems to be dealt with by the pupils are not known to the curriculum planners.

With regard to the utilization of content, teachers are expected to inculcate the pupil's mind with a knowledge and comprehension of the reflective inquiry process. After this initial phase to directiveness on the part of the teacher, he is expected to assume the role of helper or facilitator in the inquiry process. In this role, the teacher assists the pupil in such tasks as articulating the problem he senses, stating the hypothesis in the form of a testable proposition and locating and organizing data which might be relevent to the problem at hand. The teacher will not pose a problem for a pupil unless he does 'posseses' the prerequisite minimal degree of social maturity.

When the social studies curriculum is focused on the reflective inquiry process, the pupil assumes a great deal of responsibility in dealing with content. He must first personally sense and identify significant social problems as targets for inquiry. The pupil must then be able to carry out the other steps of the inquiry process, including the selection and processing of the data he deems relevent to the problem In order to process the data, the pupil engages in specific, high level cognitive acts such as application, analysis, synthesis and evaluation. He is not interested in committing knowledge to memory. His interest is with using knowledge as a means to an immediate and well-defined end--the resolution of a problem.

The pupil's general pattern of thought in reflective inquiry can not usually be characterized as predominantly inductive or deductive in nature. In most cases, it is an inseparable blend of these two modes of thought that ultimately leads the pupil to a tentative solution of the problem. The solution tendered by the pupil is generally unique and therefore could not have been predicted in advance by the teacher or any other person.

In general, there are no other significant individuals who play a conspicuous role in dealing with the content of this type of social studies curriculum. Certain individuals do, however, play supportive roles which indirectly contribute to inquiry. Researchers and writers in all disciplines, for example, add to the potential body of knowledge that can be utilized as data in reflective inquiry. In addition, reference librarians make knowledge more readily accessible to inquirers.

When the social studies curriculum is focused on the reflective inquiry process, pupils are evaluated with respect to only one predetermined objective--the extent to which each individual has command of the inquiry process. This assessment can be a subjective determination arrived at jointly by the teacher and the pupil, or the determination can be inferred by examining the results of certain standardized tests of critical thinking skills administered to the pupils.

The more commonplace type of pupil evaluation consists of a pupil-teacher assessment of the extent to which the solution advanced for a problem is warranted by the data examined and the extent to which the problem has been resolved.

Finally, with this curricular emphasis, the teacher's merit is determined by the extent to which the pupils can apply the process of reflective inquiry in solving personally-sensed problems. It is assumed that the pupils will be able to successfully demonstrate this skill if the teacher has inculcated the inquiry method and has consistently provided opportunities for its guided practice in a social and emotional classroom climate conducive to an open search for answers.

Structure of the Social Science Disciplines

When the social studies curriculum is focused on the structure of the social science disciplines, the principal concern is with imparting the basic concepts and specific methods of scholarly inquiry for each of the separate disciplines.[11] The assumption is that this two-part structure will provide the necessary intellectual tools for the pupil to engage in a lifetime of learning after his formal education has ended. Just as in the factual subject matter tradition, organized knowledge is the central concern of this type of social studies curriculum. The knowledge prescribed for learning, however, is conceptual rather than factual in nature. Indeed, selected facts are used only as a means of developing concepts from the various disciplines. The concepts developed will be relatively more enduring than facts, given the realities of the present knowledge explosion. Moreover, concepts, along with the specific methods of scholarly inquiry, will have some immediate utility in generating additional, new knowledge.

With this emphasis to the social studies curriculum, pupils are not viewed as citizens in the present. Advocates of this curriculum feel that the most effective way to prepare pupils for future citizenship is to teach them the basic concepts and methods of inquiry for each of the social science disciplines. With an ever increasing grasp of the structure of the disciplines it is implicitly assumed that the pupil will eventually become e.g., a junior economist or a quasi-political scientist. The skills he learns as a pupil will presumably carry over into his adult life and enable the individual to effectively discharge his duties and responsibilities as a citizen.[12]

When the social studies curriculum is focused on the structure of the social science disciplines, professionals assume that virtually all pupils have the intellectual maturity necessary to master the structure. This assumption is based on psychologist Jerome Bruner's 1961 assertion that"...there is no reason to believe that any subject cannot be taught to any child at virtually any age in some (intellectually honest) form."[13] Bruner explained that "The task of teaching a subject to a child...is one of representing the structure of that subject in terms of the child's way of viewing things."[14]

While all pupils are assumed to have the intellectual maturity needed to comprehend this curriculum's abstractions at some level of understanding, they are not credited with possessing social maturity. Therefore, pupils are not generally given a role in the selection of

curriculum content or in the isolation of problems for inquiry. For the same reason, pupils are not given genuine opportunities for the independent exercise of their developing citizenship skills.

The content of this type of social studies curriculum consists of (1) the important concepts from each social science discipline, (2) the unique mode of scholarly inquiry from each social science discipline, which enables an individual to discover concepts and generalizations, and (3) some significant problems from each social science discipline, which lend themselves to investigation by the unique mode of inquiry.[15] Each of these aspects of curriculum content is presented to the pupil at a level of sophistication commensurate with his mental ability. Therefore, it is evident that a pupil's command of conceptual knowledge and inquiry modes will be less sophisticated than the social scientist's. As a result, the pupil may, for example, be able to use his present knowledge in an episode of historiographic inquiry to generate new knowledge. The new knowledge might take the form of a generalization that is novel to the pupil but not to the professional historian. It is most important to underscore the fact that on the level of practice in the classroom, "social sciencing"[16] is qualitatively and quantitatively different from the work of the social scientist. The truth of this assertion will become evident when the nature of pupil inquiry is discussed later.

Each of the three elements of content in this type of social studie curriculum is derived from the same source: the research and writings of the scholars in each social science discipline.

With regard to the utilization of content, teachers are expected to transmit social science concepts and inquiry methods to pupils throug exposition. Occasionally, teachers will personally pose a problem for pupils to solve. Generally, all aspects of curriculum content are predetermined by the selection of curriculum materials. This relegates the teacher to the role of a technician whose responsibility is to transmit what a consensus of scholars has decided is important. Indeed some social science curriculum materials are almost "teacher-proof."

When the social studies curriculum is focused on the structure of the social science disciplines, the pupil is expected to know, comprehend and apply the important concepts that he is taught. In addition, he is expected to have a rudimentary command of each mode of scholarly inquiry to which he has been exposed. The pupil is given an opportunity to apply his conceptual knowledge and demonstrate his competence in an inquiry mode by solving a problem deemed important by the teacher or a scholar in a discipline. The problem, and quite often the data needed to solve it, are presented to the pupil by the teacher or through the curriculum materials. The problem and data are generally drawn from a single social science and are not interdisciplinary in nature. The pupil solves the problem by arriving at the correct social science generalization. The generalization might constitute new knowledge for the pupil, but it is not new to the scholars of the discipline. Thus, the product of the pupil's social science inquiry is almost always a predictable one.

Just as with the reflective inquiry process, the pupil must engage in specific, high level cognitive acts in order to process the data of inquiry and arrive at a solution to the problem. Unlike reflective inquiry, however, the pupil's general pattern of thought or reasoning in social science inquiry, as defined here, is predominantly inductive in its nature. This is because he is attempting to discover a generalization from the social science data provided.

Social scientists and publishers play very important roles with respect to the content of this type of social studies curriculum. The social scientists create knowledge through their research efforts and convey and interpret it to the public through their writings. Publishers have the important role of disseminating the knowledge of the social sciences through the production of textbooks and various non-print educational media. Quite often coordinated multi-media kits or packages of curriculum materials are produced and marketed for a course of study in a given social science. Just as with the factual subject matter tradition in social studies curriculum, this tradition places a great deal of importance on professionally prepared curriculum materials. In fact, such materials determine the very nature of the curriculum in practice.

With this emphasis to the social studies curriculum, evaluation of the pupil would consist of some form of assessment by the teacher to determine if each individual can demonstrate knowledge, comprehension and application of a social science's concepts and mode of scholarly inquiry. The assessment of conceptual knowledge might be accomplished with teacher-made or standardized tests of achievement. The assessment of inquiry skills might be accomplished by determining if a pupil can discover and articulate a social science generalization, when given a problem and the data necessary to solve it.

A teacher's merit would primarily be evaluated on the basis of his pupil's performance on standardized tests of achievement.

Socio-Political Involvement

When the social studies curriculum is focused on socio-political involvement, the principal concern is a humanistic one, providing opportunities for the development of personal and social awareness[17] on the part of the individual pupil. This is accomplished through activitie which"...encourage a consonant integration of intellect and feeling."[18] The rationale behind this type of curriculum is based on the assumptions that personal and social insights are prerequisites of personal and socia change and that both types of change are desirable.[19] The individual pupil needs to identify and resolve his personal problems and thereby mature. Likewise society needs to identify and resolve its collective problems and thereby be reconstructed. Problem situations thus constitut the raw materials of this type of curriculum.

Activities which facilitate personal and social awareness on the part of the pupil, generally range from varieties of simulation (e.g. games and role-playing) for the young, to problem-solving experiences for the more mature. No type of activity is reserved exclusively for an age group, however.

With this emphasis to the social studies curriculum, the pupil is treated as a citizen in the present. Accordingly, he is given an opportunity to exercise his developing citizenship skills within the contexts of the classroom, the school and the community. Just as in the reflective inquiry tradition, the essence of citizenship is decision-making within a socio-political context. Therefore, using the reflective inquiry process, the pupil has to decide among ambiguous alternatives, arising from significant personal or social problems. All problems dealt with are personally and genuinely sensed by the pupil.

Unlike the reflective inquiry tradition, however, the exercise of citizenship in this curriculum does not stop with an intellectual solution to a problem. The pupil next becomes personally <u>involved</u> after inferring an appropriate line of social or political action from the intellectual solution to the problem. In other words, the pupil ultimately attempts to implement his solution by acting upon his environment.

Advocates of this social studies emphasis assume that normal pupils of all ages have sufficient intellectual maturity to learn and comprehend the reflective inquiry process, as well as to apply it with some measure of success to significant personal and social problems.

Another critical assumption of this curriculum is that most pupils possess a sufficient measure of social maturity to be able to identify problems of social concern and to take responsible, appropriate action to implement their solution to a problem. This does not mean that there are no limits imposed on pupil activity by the environment. Determining exactly where to draw the line on pupil activism will always be a sensitive issue for advocates of this curriculum.

The content of this type of social studies curriculum consists primarily of (1) the personal and social problems pupils wish to inquire into and actively resolve, (2) the methodology of the reflective inquiry process, (3) the data relevant to the problem at hand, and (4) the relevant values (beliefs and emotions) of the inquirer and other significant persons.

With regard to the sources of content, the problems and a statement of the relevant values generally come from the pupils. The data are drawn from any of the social sciences or other organized bodies of knowledge. The source of the reflective inquiry methodology was discussed previously.

The role of the teacher in dealing with the content of this type of social studies curriculum is identical with that outlined in the reflective inquiry tradition, except that in the present tradition the teacher must also help the pupils clarify their values.

The role of the pupil in dealing with the curriculum content is also the same as that described in the reflective inquiry tradition but includes two additional responsibilities. First, the pupil must identify relevant values and use them as legitimate, additional data in the inquiry process. Secondly, the pupil must infer an appropriate and workable course of action from the intellectual solution to the problem.

As in the case of the reflective inquiry tradition, there are no other significant individuals who play a conspicuous role in dealing with the content of this type of social studies curriculum.

With this curricular emphasis, evaluation of the pupil consists of a joint pupil-teacher assessment of the extent to which the problem dealt with was resolved by the inquiry and social action undertaken. There would also be a joint determination and assessment of any side effects the social action might have precipitated. Finally the pupil himself would decide whether or not other types of action might have better implemented his intellectual solution to the problem.

An evaluation of the teacher's merit would be inferred from his pupil's success in inquiring into problems and their ability to effect change.

APPLICATION OF FRAMEWORK

The proposed conceptual framework for social studies curriculum will now be used to generate hypothetical sets of definitions for perhaps the two most commonly used terms in the field: citizenship and inquiry. Each definition is intended to be philosophically and pedagogically consistnet with the identified premises of its particular social studies tradition or focal point.

The present writer has attempted to maximize the utility of the definitions by making them succinct, simple and discrete.

Citizenship is defined in Table 1, and Inquiry is defined in Table 2.

The hypothesized definitions for each term constitute the full spectrum of predictable, predefinitional usage.

Table 1. Term: Citizenship

Curriculum Focal Point		Definition
Factual Subject Matter	:	Possession of a set of values (e.g., patriotism, individualism) and a set of behaviors (e.g., voting jury duty, church and fraternal organization service) that will be acted upon and carried out by the pupil when he becomes an adult.
The Child	:	The present exercise of democratic choice by pupils over such matters as curriculum and discipline in the "miniature society" of the classroom.
Reflective Inquiry Process	:	The process of decision-making in a socio-political context that is to be learned and practiced as a pupil and held in one's behavioral repertoire for application later as an adult citizen.
Structure of the Social Science Disciplines	:	Acquiring knowledge of the concepts and methods of scholarly inquiry of the various social science disciplines, which will allow one to behave similarly to the social scientist when faced with a social problem as an adult.
Socio-Politic Involvement	:	The present application of the process of decision-making and action-initiation in the socio-political context of the classroom, the school and the community.

Table 2. Term: Inquiry

Curriculum Focal Point		Definition
Factual Subject Matter	:	The pupil finds the factual answer to a question posed by the textbook or the teacher.
The Child	:	The pupil gathers information under the teacher's guidance, concerning a topic that has emerged from his present needs or interests.
Reflective Inquiry Process	:	The pupil attempts to solve a problem that he senses and articulates, through the application of both inductive=and deductive reasoning to multi-disciplinar data and generalizations that he gathers for himself.
Structure of the Social Science Disciplines	:	The pupil attempts to solve a problem posed by the teacher or the textbook, primarily through the application of inductive reasoning to the social science data presented. A successful solution consis of stating the appropriate social science generalizati
Socio-Political Involvement	:	The pupil attempts to solve a personally meaningful social problem posed by his environment (using the same process as the reflective inquirer) in such a way that appropriate social action to remedy the problem can be inferred from his intellectual solutio

FINDINGS REGARDING THE VALIDITY AND UTILITY OF THE FRAMEWORK

The writer has undertaken a study of the professional literature since 1900 to determine the extent to which the hypothesized definitions for citizenship and inquiry conform with the predefinitional usage of these terms.

The evidence suggests that there are, as predicted, five discrete views of citizenship in the professional literature:

(1) Citizenship is the possession of a set of sanctioned values and behaviors.

(2) Citizenship is the present exercise of democratic choice by pupils, within a social context.

(3) Citizenship is the process of making decisions within a socio-political context, by applying the reflective inquire method.

(4) Citizenship is the acquisition and use of the concepts and methods of scholarly inquiry of the various social science disciplines.

(5) Citizenship is the present application of the process of decision-making (using the reflective method) and action-initiation within a socio-political context.

It is observed, however, that most writers take an eclectic view of citizenship embracing two or more of the preceding views.

The evidence suggests that writers have only used the term inquiry and its related terms in one (or a combination) of the three senses hypothesized for traditions three, four, and five. (See Table 2) In other words, there is support in the professional literature for the following discrete views of inquiry:

(1) Inquiry is a pupil's attempt to solve a problem that he senses and articulates. In moving toward the solution, the pupil is likely to apply both inductive and deductive reasoning to multi-disciplinary data that he gathers for himself.

(2) Inquiry is a pupil's attempt to solve a discipline-oriented problem posed by the teacher or the textbook. In discovering the generalization that constitutes the answer, the pupil is likely to apply primarily inductive reasoning to the social science data presented.

(3) Inquiry is a pupil's attempt to solve a personally meaningful social problem posed by his environment (using the same process a s the reflective inquirer) in such a way that appropriate social action to remedy the problem can be inferred from his intellectual solution.

It is observed that while writers may not use the term inquiry in either of the senses hypothesized for traditions one and two (i.e. fact-finding and data-gathering), many practitioners do.

In view of the preceding findings the writer concludes that the conceptual framework does possess substantial validity and utility for the purpose of generating philosophically and pedagogically discrete and useful definitions for social studies curriculum terminology. It has been demonstrated that the framework can be used to bring a measure of conceptual clarity to such social studies curriculum terms as citizenship and inquiry. By establishing this clarity, the framework makes a very modest beginning toward the development of a programmatic language for the field of social studies curriculum.

The writer believes that the framework can also be used to bring conceptual clarity to general curriculum terms that are frequently used within the context of social studies curriculum. In other words, the terminology dealt with need not be exclusively or mainly identifiable with the social studies. For example, when the general terms objective and evaluation are applied to the field of social studies curriculum, several discrete meanings are logically implied. These meanings are hypothesized for the former term in Table 3, and for the latter term in Table 4. Although each definition is intended to be philosophically and pedagogically consistent with the identified premises of its particular social studies tradition, no attempt will be mad here to validate this assumption. The hypothetical definitions are presented only for illustrative purposes.

Table 3. Term: Objective.

Curriculum Focal Point	Definition
Factual Subject Matter :	An educational goal usually specifying which factual subject matter (content) will be "covered" by the teacher and learned by the pupils.
The Child :	An educational goal that "emerges" from a child's present needs or interests. (It is usually stated in terms of satisfying those needs or interests and not in terms of subject matter to be covered. Needs and interests are often stated topically and not as a problem.)
Reflective Inquiry Process :	An educational goal that defines a problem that has emerged in a pupil's mind. The problem is genuinely sensed by the pupil, and is articulated by him.
Structure of the Social Science Disciplines :	An educational goal that usually specifies which concepts or generalizations from a given discipline will be "covered" by the teacher and learned by the pupils. The goal might also pose a problem for pupils which can be solved by "discovering" an appropriate generalization from the proffered data of a social science.
Socio-Political Involvement :	An educational goal that defines an emergent social problem sensed and articulated by pupils, which needs to be solved. The solution is not only to be thought out, but it is to be implemented with social action.

Table 4. Term: Evaluation

Curriculum Focal Point		Definition
Factual Subject Matter	:	Testing to ascertain if the pupil can recognize or recall factual subject matter.
The Child	:	A subjective, teacher's assessment of progress in the child's total development. (e.g. with regard to personality, social attitudes and skills, physical well-being, acquisition of knowledge. The latter concern is of minor importance compared to the former ones.)
Reflective Inquiry Process	:	A pupil-teacher assessment of the extent to which the tentative solution advanced for a genuinely sensed problem is warranted by the data examined, and the extent to which the problem has been resolved.
Structure of the Social Science Disciplines	:	A teacher assessment of the extent to which the pupil can demonstrate knowledge, comprehension, and application of a social science's concepts, generalizations and method of scholarly inquiry.
Socio-Political Involvement	:	A pupil-teacher assessment of the extent to which the social problem dealt with was resolved by the inquiry and social action undertaken by the pupil. Also an assessment of any side effects of the social action, and whether or not other types of action might have better implemented the intellectual solution to the problem.

In view of the apparent utility of the framework for bringing a measure of conceptual clarity to the usage of curriculum terminology, the writer believes that other researchers can employ the framework to dispel some of the confusion surrounding the usage of such terms as fact, concept, generalization, theory, structure, disciplines, and valuing.

The conceptual framework seems to be applicable in another important respect. As a model, it clarifies the diversity within the field of social studies and provides a reference point for teachers and scholars to identify their positions in relation to others in the profession. It therefore makes clear the various options and alternatives that are open to one in the field. Because of this, it can be a useful tool in curriculum analysis.

Finally, once one has identified his philosophical and pedagogical position within the field, he can use the framework to help him uncover the implicit assumptions or premises behind the objectives, methodology and means of evaluation he advocates or uses. This process of self-analysis might very well result in a state of dissonance which could lead to change.

The writer believes that the conceptual framework is well-suited for the applications that have been proposed, because it is the only model to acknowledge past, present and emerging "focal points" or traditions within the field of social studies curriculum. There are, however, other conceptual models within the social studies and in such fields as anthropology and philosophy which might lend themselves to the clarification of terminology and the identification of assumptions and operational premises within the field of social studies curriculum.

FOOTNOTES

[1]James L. Barth and Samuel Shermis, "Defining the Social Studies: An Exploration of Three Traditions," Social Education, XXXIV (November, 1970), 743.

[2]Barth and Shermis, op. cit., pp. 750-751.

[3]Ibid., p. 751.

[4]Ibid.

[5]Adapted from Dale L. Brubaker, Lawrence H. Simon and Jo Watts Williams, "A Conceptual Framework for Social Studies Curriculum and Instruction," unpublished manuscript of the University of North Carolina-Greensboro Humanistic Education Project, September, 1972.

[6]Barth and Shermis, op. cit., pp. 744-745.

[7]Barth and Shermis, op. cit., p. 745.

[8]Ibid., pp. 744-745.

[9]Barth and Shermis, op. cit., pp. 748-749.

[10]Ibid., p. 749.

[11]Agreement does not exist on what constitutes a social science discipline. Generally acknowledged as social science disciplines are geography, economics, sociology, anthropology, political science, and social psychology. Sometimes acknowledged as social acience disciplines are history, philosophy, and general psychology.

[12]Barth and Shermis, op. cit., pp. 747-748.

[13]Jerome S. Bruner, The Process of Education. (Cambridge, Massachusetts: Harvard University Press, 1960), p. 47.

[14]Ibid., p. 33.

[15]Barth and Shermis, op. cit., p. 748.

[16]The use of this term is borrowed from Bruce Joyce, "Social Sciencing--New Concept in Social Studies," The Instructor (October, 1968), 85.

[17]When the stated curricular objective is limited to pupil awareness, involvement--the next logical step--is left as an option to be decided by the pupil.

[18]R. Murray Thomas and Dale L. Brubaker, Curriculum Patterns in Elementary Social Studies (Belmont, California: Wadsworth Publishing Company, Inc., 1971), pp. 254-255.

[19]While change is certainly valued and desired as one end in this type of curriculum, the means to this end are never dictated by the teacher.